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ABSTRACT

This is the first statewide study of the development of education beyond the high school within the State University and Community College System of Tennessee, established in July 1972. It reflects the operation of the System from 1972-1975 and projections for a 5-year period through 1980. The materials used to develop this report were drawn from separate self-studies furnished for this purpose by the six universities and 10 community colleges of the System. The study addresses the current state of affairs in both the traditional and nontraditional collegiate forms of higher education and offers guidelines for revising and strengthening higher education in the System. Information considered includes the following: enrollment trends, student characteristics (age, full-time or part-time status), faculty resources, faculty characteristics (rank, training, tenure), faculty responsibilities, educational opportunities provided by the System, current research activities, public service and continuing education programs, physical facilities, and financial needs assessed according to three variables--number of students, an inflation factor, and program development. (DC)

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A STUDY OF THE STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE

1972-80

Prepared

by

The State Board of Regents

of

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A STUDY OF THE STATE UNIVERSITY AND

COMMUNITY COLLEGE SYSTEM OF TENNESSEE

1972-80

INTRODUCTION

-- tells the purpose of the Study

-- gives the parameters of the Study

-- describes the content of the Study

-- makes concluding remarks about the Study

GENERAL INFORMATION

-- furnishes broad scope of System institutions, especially descriptive of universities' role

STUDENTS

-- reports student enrollment data

-- points up student characteristics

-- describes the part-time student

-- discusses the full-time student

-- acknowledges role of counseling

-- emphasizes importance of articulation

FACULTY RESOURCES

-- presents fiscal 1973-74 data

-- reports status of faculty rank and professional training

-- directs attention to the tenured faculty question

-- mentions the three areas of faculty responsibility

-- declares affirmative action position

EDUCATIONAL OPPORTUNITY

-- cites examples of efforts to increase educational accessibility

-- tells of educational opportunities in a community college

-- accounts the off-campus educational opportunities in university/community college joint centers

-- lists degree programs in joint centers

-- describes university and community college instructional programs, including listing of specific programs

RESEARCH

-- defines research and applies the definition to community college and university research

-- summarizes examples of research activities

PUBLIC SERVICE AND CONTINUING EDUCATION

-- introduces the concept of PS & CE (Public Service and Continuing Education)

-- makes known the institutional role and scope in PS & CE

-- reports on institutions PS & CE programs and activities

-- offers certain recommendations and conclusions

FINANCE

-- assesses future financial needs of the System

PHYSICAL FACILITIES

-- provides a general statement on facility needs

SUMMARY

-- restates purpose of Study, noting particularly that it describes role and scope and initiates System-wide planning

INTRODUCTION

The General Assembly of the State of Tennessee established the State University and Community College System of Tennessee on July 1, 1972. With the adoption of Chapter 838 of the Acts of the 87th General Assembly, the Assembly delegated the governance, management, and control of the State University and Community College System of Tennessee to the State Board of Regents. This Board, consisting of seventeen (17) members, is charged with the following responsibilities:

1. To employ a chief executive officer of the System.
2. To select and employ presidents of the institutions.
3. To confirm the appointment of the administrative, instructional, and other employees of the System.
4. To prescribe curricula and other requirements for diplomas and degrees.
5. To approve the operating and capital budgets of the institutions and otherwise set policies for fiscal affairs.
6. To establish policies and regulations regarding campus life of the institutions including but not limited to the conduct of students, student housing, parking, and safety.
7. To assume general responsibility for the operation of the institutions, delegating to the presidents of the institutions such powers and duties as are necessary and appropriate for the efficient administration of the institutions and their programs.

8. To receive donations of money, securities, and property from any source on behalf of the institutions of the System.

9. To purchase land, subject to the terms and conditions of state regulations, to condemn land, and to erect and equip buildings for the institutions - subject to the terms and conditions of legislative appropriations.

10. To be vested with title to property transferred from the State Board of Education and to property donated or purchased subsequent thereto.

In accordance with the legislative charge, the State Board of Regents was directed to appoint a Chancellor as chief executive officer of the System and to empower the Chancellor to perform all those duties prescribed by the Board.

In pursuit of its governance responsibilities, the State Board of Regents has undertaken the development of this Study in cooperation with the System's six universities and ten community colleges:

Austin Peay State University, Clarksville
East Tennessee State University, Johnson City
Memphis State University, Memphis
Middle Tennessee State University, Murfreesboro
Tennessee State University, Nashville
Tennessee Technological University, Cookeville

Chattanooga State Technical Community College, Chattanooga
Cleveland State Community College, Cleveland
Columbia State Community College, Columbia
Dyersburg State Community College, Dyersburg
Jackson State Community College, Jackson
Motlow State Community College, Tullahoma
Roane State Community College, Harriman
Shelby State Community College, Memphis
Volunteer State Community College, Gallatin
Walters State Community College, Morristown

Purpose of the Study: The State University and Community College System became operational in the fall of 1972 with the appointment of the members of the Board of Regents and the subsequent appointment of the Chancellor. The Spring 1973 Master Plan of the Tennessee Higher Education Commission acknowledged the new System; however, many of the futuristic statements in the Plan were formulated when the System institutions were under the governance of the State Board of Education. For that reason, it was determined that the new system should perform a study that would identify the unique characteristics and special needs of the sixteen System institutions. This Study, and ensuing educational plans to be described as a System Master Plan, will also assist the Tennessee Higher Education Commission in the development of state-wide master plans for Tennessee higher education.

The purpose of the Study, therefore, is twofold. First, the Study sets forth the role and scope of the System by describing System institutions and their responsibilities in fulfilling System objectives. Second, the Study serves as a basis for the initiation of a System-wide program of planning that will result in the implementation of specific, short-range institutional plans. These short-range plans will serve as basic information to be utilized in drafting a System-wide Master Plan for higher education. The short-range institutional plans will include definite and quantitative goals and objectives and will indicate activities and methods for accomplishing the goals. The utilization of the short-range plans by college and university administrators will assist in the improvement of managerial skills

and will increase proficiency in the performance of the administrative task. In addition, the short-range plan will assist in the accounting of program effectiveness and in the fulfillment of institutional goals.

The first of the short-range plans for System institutions should be for the 1976-77 academic year. Continued revisions and up-dating of the long-range master plan will be concurrent with the development of the institutional short-range plans. It is also anticipated that development of this Study will assist the Tennessee Higher Education Commission in its efforts to revise its earlier Master Plan entitled Higher Education for Tennessee's Future.

As emphasized in the 1973 Tennessee Higher Education Commission Master Plan, the process of planning must be a continuous one. This Study or any proposed Master Plan should not be viewed as a rigid blueprint to remain unchanged for many years, but should be viewed as a dynamic design which will be altered to meet changing conditions.

In the process of performing this Study, recognition is given to the fact that postsecondary education does not take place in isolation from society. The complex arrangement of education interacting with individuals and serving the purposes of both the individuals and society is subject to a changing society's pressures and restraints. Acknowledging this broad responsibility the State Board of Regents, its staff, and representatives of the universities and community colleges formulated this Study to guide all concerned in developing educational decisions which affect the future of Tennessee.

Parameters of the Study: Certain parameters are necessarily established for the Study's design:

1. The Study does not relate to the University of Tennessee System and the private sectors of higher education except as they directly affect or relate to the future or current status of the System or to one of the System institutions.

2. The Study does not directly reflect the substantial amount of cooperative program planning that exists between the University of Tennessee System and the State Board of Regents System. This Study assumes future continued cooperation and joint resolution of problems which face higher education in Tennessee.

3. The Study assumes the responsibility of the Tennessee Higher Education Commission and acknowledges the accrued benefits gained by Tennesseans through close coordination of the Commission's goals with those of the System.

4. The Study assumes that the success of all stated objectives will require a comprehensive, system-wide approach to planning.

It is within the context of these assumptions and with a cooperative spirit that this System-wide Study of the State Board of Regents has been undertaken.

Scope of the Study: The content of this Study has as its focus an eight year period of time. It includes that time since the System was formed in 1972 and projects a five-year period through 1980. The Study examines the System from the aspect of institutional activities as they apply to the role and scope of the System institutions. The Study describes the students of the System and the educational opportunities made available to them. The instructional programs are reviewed along with the faculties responsible for those programs. A broad general description of the research activities in System institutions is included in the Study as are activities in the public service and continuing education programs.

The problem of finance and the concerns for fiscal planning are treated in this eight year Study. And, closely related, the facilities and physical plants are described in terms of broad general needs as they relate to the instructional program.

The extent and effectiveness of articulation among programs and institutions, as well as an affirmative action program were acknowledged and will be included in future short-range plans.

The materials and content used to develop this Study were drawn from separate self-studies furnished by System institutions for this purpose. In the interest of brevity, but with attention given to accurate reporting, summaries of institution reports were made when similarities of ideas became apparent or where more complete treatment would result in unnecessary repetition. Often, as in the cases of projecting future program emphasis, examples were selected from institutional reports which best reflected the System's broad and versatile offerings and which appeared most consistent with current demands. The inclusion, or the exclusions, of any specifics from an institutional report has no significance as to relative merit but represents a judgement of the overall impact of the material on a System-wide study.

Conclusion: This is the first statewide study for the development of education beyond high school within the State University and Community College System of Tennessee. This Study will serve as a basis for the development of a System-wide Master Plan and/or a broad general guide from which short-range specific plans will be designed--the first such plan to be drawn for the 1976 academic year. Additionally, the Study

provides directions for the development of all aspects of postsecondary education in the System. The Study addresses the current state of affairs in both the traditional and nontraditional collegiate forms of higher education and offers guidelines for revising and strengthening higher education in the System.

The Study acknowledges that this proposal comes at a time when resources are limited, when the State, its citizens, and its businesses and industries face fiscal constraints. For many of the institutions of the System it is a time when the maintenance of current program levels seems less than optimistic; expanding or initiating other programs seems improbable. This is especially true in high-cost paraprofessional and technical programs. Yet, such conditions only place additional demands on the long-range planning process and on the utilization of specific short-range plans for the improvement of managerial skills and proficiencies in the performance of administrative tasks.

GENERAL INFORMATION

The sixteen institutions of the State University and Community College System of Tennessee include six universities and ten community colleges. The universities evolved from normal schools, area schools, and land grant institutional origin; the community colleges emerged from legislative action in the mid 1960's.

System Universities: The six universities are strategically located throughout the state and are currently offering educational services to a broad spectrum of the state's citizens. As components of a total system, these institutions provide a comprehensive program of instruction which includes approximately 330 baccalaureate level majors, 172 master's, and 15 majors on the doctoral level. In addition to these traditional university programs, two of the System's institutions provide unique professional training. Memphis State University offers a program in law and East Tennessee State University is developing a program in medicine.

Of the six universities, three have certain responsibilities that are statewide in nature. Memphis State University is the most comprehensive. This University offers programs ranging from the associate degree level through the doctoral level and

serves students from virtually every county in the state of Tennessee. The enrollment of Memphis State University exceeds 21,000, of which 4,529 are graduate level students. An identifying characteristic of the comprehensive university is the presence of viable advanced graduate and professional programs. Memphis State University has such programs and confers both the Ph.D. and Ed.D. degrees.

Tennessee State University serves the state of Tennessee with a state-wide agriculture and extension program. This extension program, growing out of the black land-grant college tradition and responsibility, serves the state and offers a broad range of baccalaureate and graduate degree programs. The Tennessee State University extension service is provided, to a large extent, through federal land-grant legislation and through other federal legislative acts which support and extend land-grant educational opportunities.

Another System university, Tennessee Technological University, provides a large number of the traditional baccalaureate and graduate programs of instruction but excels in one area in particular. The engineering programs at both the undergraduate and graduate level offer an appeal to students statewide and to a significant number of students from other states. Several foreign countries are represented in the engineering student body. Because of the broad

range of statewide engineering services, Tennessee Tech is considered to be a statewide university in this important area of study.

Even though the six System universities comprise a statewide network of comprehensive university level education, each institution in itself does not necessarily represent a comprehensive institution. Each of the six institutions retains a distinct identity and complements the others to form a comprehensive System of universities serving the state of Tennessee.

The community colleges were designed as commuter institutions and were to serve students with three basic programs: the transfer program; the career/vocational education program; and the adult/continuing education program.

Just as each university has a unique identity, so does each community college. Their programming is largely a response to the demands of their community and the kinds of students served.

During the past ten years, System universities and community colleges have expanded in the areas of both basic and applied research. System institutions have similarly developed extensive public and community service programs. The community colleges have extended their curriculum to include new career programs and have

Chattanooga State Community College is charged with regional responsibilities to offer scientific occupational programs and engineering technician training.

Emphasis in the community colleges has been on teaching, especially on techniques and methodology designed to accomodate the unique student characteristics usually associated with the community college; on applied research, aimed at localized questions with special attention given to immediate concerns of the community and the institution itself; and on community service tailored after the needs of the college's patrons and client groups within the limits of staff and in an area perceived by the institution as its community.

A Total System: During the past ten years, System universities and community colleges have expanded in the areas of both basic and applied research. System institutions have similarly developed extensive public and community service programs. The community colleges have extended their curriculum to include new career programs and have incorporated applied research activities in their public service units. The total System objective has been to present a unified program of effective and efficient services delivered geographically across the state.

STUDENTS IN HIGHER EDUCATION

Much attention has been given to the declining birth rate and the resultant university enrollments. Nationally, for example, student enrollments are beginning to stabilize.

Student Enrollment in System Institutions: Enrollment in the institutions of the State University and Community College System of Tennessee during the 1974-75 academic year varied, encouragingly, from the national norm. Some states continue to experience small rates of growth in student enrollment, others are experiencing a small rate of decline in student enrollments. However, during the decade 1964-1974, enrollments in the public colleges and universities in Tennessee increased approximately 38 percent from 87,000 to 120,000.

In the six System universities, student enrollments have continued to increase during the first part of the 1970's. Though individual institutions may have experienced a decrease in enrollment during a time from the fall of 1973 to the fall of 1974, the overall enrollment change for System universities has been an increase of approximately three percent per year. Headcount Enrollment (Table 1.) in System universities is projected to continue an increase through 1980. More specifically, given the headcount enrollment of the total System universities in the fall of 1974 of 56,057, it is projected that by 1980, the enrollment will increase to 64,000 students (by headcount).

Especially can the enrollments be expected to increase in both the universities and the community colleges in the metropolitan areas, as evidenced by institutions in the Chattanooga, Memphis, and Nashville areas. These rapidly growing cities will continue to make service demands on institutions of higher education. The growth rate of Roane State Community College particularly demonstrates how nearness to a growing metropolitan area such as Knoxville can influence enrollment. Short-term educational plans and services will of necessity take into account these enrollment trends.

Student Characteristics: The traditional higher education student stereotyped in the literature as eighteen to twenty-two years of age and who attends college on a full-time, day basis is changing throughout Tennessee institutions. The average age of students has increased, and many attend institutions on a part-time basis. A substantial number of Tennessee students work and study at the same time. This is not to suggest that there are no longer the traditional students on Tennessee campuses but rather that the proportion of those students who fit traditionally defined characteristics is reduced.

It seems likely that the number of 18-24-year old students enrolled in State Board of Regents institutions will continue to increase through 1980 but that the student ratios will change. Thus, the percentage of the total student enrollment represented by this age group will slowly decline. This trend is supported by the increase in the average age of college students in Tennessee.

TABLE ONE
ACTUAL AND PROJECTED STUDENT HEADCOUNT ENROLLMENT
BY INSTITUTION BY YEAR

Institution	Actual 1973 Headcount	Actual 1974 Headcount	Percent Change	Projected 1975 Headcount	Percent Change	Projected 1980 Headcount	Percent Change
APSU	4,111	3,918	(4.68)	4,150	5.92	4,950	19.20
ETSU	9,291	9,050	(2.59)	9,100	0.55	9,700	6.60
MSU	19,934	21,345	7.08	22,150	3.77	24,100	8.80
MTSU	9,660	10,119	4.75	10,600	4.75	11,650	9.91
TSU	4,443	4,709	6.00	4,850	2.99	6,150	26.80
TTU	6,886	6,895	0.13	7,050	2.25	7,450	5.67
Total Univ.	54,325	56,037	3.15	57,900	3.32	64,000	10.54
CSTCC	1,373	2,245	63.51	2,900	29.18	5,500	89.66
CLSCC	2,444	2,576	5.40	2,650	2.87	3,450	30.19
COSCC	1,278	1,366	7.20	1,450	6.15	2,150	48.28
DSCC	899	1,046	16.35	1,200	14.72	1,750	45.83
JSCC	1,711	1,832	7.07	2,000	9.17	2,700	35.00
MSCC	1,017	980	(3.64)	1,000	10.13	1,700	70.00
RSCC	923	1,474	59.70	1,750	18.72	3,500	100.00
SSCC	2,199	3,287	49.48	4,650	41.47	9,250	98.93
VSCC	1,341	1,667	24.31	1,950	16.98	3,300	69.23
WSCC	1,710	1,927	12.69	2,200	14.17	3,650	65.91
Total C.C.	14,895	18,400	23.53	20,750	12.77	36,950	78.07
Total SBR	69,220	74,437	7.54	78,650	5.66	100,950	28.35

Previously, most students attending college were under 25 years of age, but this has changed during the past years. Now over a third (33.5%) of the students at the sixteen System institutions are over 25 years old: half of this group are between 25 and 30, and the other half are over 30 years of age.

The average age of community college students has been increasing each year for the past five years and is slightly over twenty-six years. In the fall of 1974, forty-seven percent of the total students enrolled in the ten community colleges were over twenty-four years of age. Approximately one-fourth (24%) of the students enrolled were over thirty years of age.

Part-Time Student Enrollment: Part-time student enrollments have increased with the advent of adult, continuing education programs in the community colleges and universities. In fact, total headcount enrollment rose 30% at off-campus centers.

Part-time students are those carrying less than 12 hours of course work. Currently, thirty-six percent of the System students are considered part-time. In 1972, twenty-nine percent of the total enrollment was part-time students. Although the degree credit enrollment based on credit hours increased only six percent over last year, the part-time enrollment showed a twenty-nine percent increase over 1972.

Students are attending college more on a part-time basis than ever before and will continue to do so through the next decade. Colleges and universities are sensitive to the needs of their communities and are placing higher priority on continuing education and life-long learning.

Full-Time Enrollment: Full-time equated (FTE) student enrollment for System institutions during the fall term of 1974 was 58,928. As compared to the FTE fall 1973 enrollment of 55,847, this represents an increase of 3,081 FTE students or 5.5%.*

Tennessee Higher Education Commission data in Table Two indicate the full-time-equivalent enrollments for the institutions of the System showing actual for 1974 and projected for 1975 and 1980. A comparison of the rate of enrollment increases in headcount with the enrollment increases in full-time-equivalent students reveals that the FTE count is not increasing as rapidly as the headcount enrollment. This is true at both the universities and at the community colleges. The headcount enrollment of all System institutions is

* The FTE enrollment is determined by dividing undergraduate student credit hours by 15 and graduate student credit hours by 12. Fifteen and twelve credit hours are considered as full student workloads for undergraduate and graduate students, respectively.

TABLE TWO
ACTUAL AND PROJECTED FULL-TIME-EQUIVALENT
ENROLLMENT BY INSTITUTION BY YEAR

Institution	Actual 1974 FTE	Percent Change From '73	Projected 1975 FTE	Percent Change From '74	Projected 1980 FTE	Percent Change From '75
APSU	3,299	(0.8)	3,475	5.3	4,150	19.4
ETSU	7,717	(2.9)	7,750	0.4	8,400	8.4
MSU	16,095	4.9	16,550	2.8	18,000	8.8
MTSU	8,938	3.6	9,275	3.8	10,450	12.7
TSU	4,347	7.9	4,500	3.5	5,650	25.6
TTU	6,027	(0.9)	6,050	0.4	6,450	6.6
Total Univ.	46,423	2.3	47,600	2.5	53,100	11.6
CSTCC	1,373	74.2	1,775	29.3	3,300	85.9
CLSCC	1,693	2.1	1,750	3.4	2,150	22.9
COSCC	970	7.4	1,025	5.7	1,350	31.7
DSCC	645	5.0	675	4.7	950	40.7
JSCC	1,125	4.0	1,175	4.4	1,550	31.9
MSCC	709	(3.9)	725	2.3	950	31.0
RSCC	997	36.8	1,175	17.9	2,250	91.5
SSCC	2,300	48.2	3,150	37.0	5,500	74.6
VSCC	1,190	11.5	1,300	9.2	2,000	53.9
WSCC	1,250	10.6	1,400	12.0	2,250	60.7
Total C.C.	12,252	19.4	14,150	15.5	22,250	57.2
Total SBR	58,675	5.5	61,750	5.2	75,350	22.0

expected to increase at the rate of 28.35 percent from 1975 until 1980. During this same period the full-time-equivalent enrollment of all institutions of the System is expected to increase only 22.0 percent.

Student Counseling: As the characteristics of the student population continue to change, and as institutional program opportunities continue to broaden and vary, increased responsibility is placed on the faculties and staffs to provide the counseling necessary for students to receive maximum benefits from their educational experiences. Guidance and counseling services are closely related to System-wide efforts to improve programs and curricular offerings. Such services assist in effective utilization of institutional services and aid in gaining the most efficiency from program offerings.

The guidance and counseling responsibilities of institutions include a consideration of the needs and ambitions of individual students, how they see themselves, and how they relate to society. The students need individual advice in the selection of programs, in identifying suitable career objectives, and in achieving adequate placement in a career. The fulfillment of these needs is critical to the attainment of the primary objective of higher education.

New student populations, especially the adult learner returning to the institution for new or neglected educational services, are making counseling demands on higher education that are new to the profession. Special training and special types of services will be required to serve this new student. The entire concept of student services and

academic support programs will be considered in light of the changing composition of the higher education student body.

System institutions recognize the importance of student oriented counseling services as a necessary ingredient of the student's total program. Personal problems, work related problems, and personal disorientation are becoming more prevalent in our complex society. System institutions now provide a comprehensive program of student assistance, but new and more complex higher educational program delivery systems and techniques will require that future planning include a regular up-dating of these services. Therefore, improved methods of advising and counseling will be incorporated in any student services program included in short-range System plans.

Articulation: With the expansion of the community college in the state of Tennessee has come the need for articulation of academic courses and programs. Though some progress has been made by a state-wide steering committee on articulation in the areas of business, history, and education, additional efforts are needed both on a system level and a statewide level. Students wishing to transfer from one institution of the System to another should not experience an unreasonable loss of credit or time in pursuing similar programs. In order to insure the most efficient transfer of credit between institutions of the System, it is necessary for System institutions to develop a general agreement of articulation which may then become policy for the System. As a part of this general agreement, institutions will develop and print a master

course equivalency matrix which will be used by all institutions for advising purposes. This course equivalency matrix will indicate specifically which courses will be transferable as meeting graduation requirements at System institutions.

The basic problems of articulation between the community colleges of the State and the universities fall into three categories. First, there is an apparent need for clearer understanding and acceptance of the distinction in role, scope, and philosophy of the community colleges and the universities. Second, there is a lack of practical and meaningful communications between the community college and university faculties in the disciplinary areas. Deciding which courses are equivalent at several of the institutions can only be accomplished through meaningful communications between faculties. Finally, the lack of a formal procedure for implementing an articulation program throughout Tennessee inhibits the orderly transfer of credits from one institution to another.

The first of these three categories will be clarified with the publication of this Study for the State University and Community College System of Tennessee. Interwoven throughout this document are role and scope statements which delineate the distinctive differences of the universities and the community colleges. The other problems will be addressed by a System-wide articulation committee that has recently been formed.

FACULTY RESOURCES

There were more full-time faculty members in the State University and Community College System of Tennessee institutions during fiscal year 1973-74 than there were the previous year. The greatest increase, in both percentage of increase and in numbers, was in the community colleges.

The faculty increases were the result of program development and expansion and, in the case of the community colleges, increases were primarily the result of enrollment expansion. During the previous year (fiscal year 1973-74) the community colleges increased their full-time faculties by 13.8% over the previous year (from 472 faculty members to 537, or a total of 65 additional faculty). The universities increased their full-time faculties by nearly three percent in fiscal 1973-74 above the previous year (2.9%, an increase of 63 faculty members). The combined faculty increase for all System institutions for fiscal year 1973-74 above 1972-73 was 128 faculty members, or an overall five percent System increase.

Faculty Rank: Faculty rank changes reflected the additional personnel entering the System during the 1973-74 fiscal year as well as orderly promotions within the existing faculty. The rank of professor, for instance, increased in both numbers and percentage during fiscal 1973-74 over fiscal 1972-73, as did the other faculty ranks:

Total increases in number of Professors: 15, or 3%

Total increases in number of Associate Professors; 41, or 7%

Total increases in number of Assistant Professors: 19, or 3%

Total increases in number of Instructors: 19, or 3%

Faculty Training: Forty-one percent of the System faculties have the earned Doctorate. An additional seventeen percent have worked beyond a master's degree. These net figures reflect a System dedicated to the concept of maintaining an updated professional staff. The System will continue to encourage institutional efforts to upgrade the professional and academic training of faculty members through both conventional and formal educational pursuits and through innovative and specially planned professional growth experiences. As faculties continue the established patterns of acquiring more and greater degree credentials, and as percentages of tenured faculty increase, planned programs for the purpose of professional growth will be necessary to assure continued faculty development.

Faculty Tenure: Upgrading becomes increasingly important as faculties tend to stabilize and mobility becomes less prevalent. Studies are underway to determine the effects on the instructional program, if any, of a faculty with a disproportionately high percentage of tenure. With the supply of academically qualified faculty overrunning the demand, it is inevitable that more faculty will tend to make a teaching career at an institution. It is conceivable to assume that some of the universities, and more likely, the community colleges, will experience a high percentage of tenured and high

ranking faculties by the beginning of the 1980's. Study will need to be given to the impact of these possibilities on the flexibility of instructional faculties' goals and responsibilities and on the possible effects of a highly tenured faculty on instructional costs. Some states have modified tenure laws and promotion policies in the hope to preserve the flexibility of the instructional programs.

The Three Areas of Faculty Responsibility: Recently adopted guidelines for faculty promotion and tenure in System institutions have established goals and clarified the relative importance of the three areas of faculty responsibility. Teaching, service, and research are treated to some extent in other parts of this document, but the Promotion and Tenure Guidelines speak specifically to their importance and represent the System views that will be supported during the coming planning years.

Regardless of the anxious moments that naturally accompany issues as personally important and professionally significant as guidelines affecting promotion and tenure, the System will continue in the assumption that the goals of faculty throughout each of the sixteen System colleges and universities are not unlike institutional goals. Programs and activities which encourage experiments in the use of new teaching techniques will be strengthened over the coming five year period. Activities that advance ways of promoting student self-learning will be encouraged and supported. Experimentation, using the proven techniques of applied research will be advocated and assisted.

System institutions will be expected to include in their short-range plans any recommendations or practices which will enhance the productivity of the faculty and the effectiveness of student learning.

Affirmative Action: Professional growth and improved employment opportunities for faculty, staff and administrator are considerations assumed to be the aspiration of all System employees. The federal Affirmative Action regulations are required of over 80% of the colleges and universities in the United States who participate in federally sponsored program opportunities. The guidelines and institutional requirements are explicit. They leave no doubt that all institutional personnel will receive opportunities to fulfill personal aspirations on an equitable basis and in direct relationship to individual abilities and qualifications. These Affirmative Action guidelines direct institutional and System personnel activities from pre-employment procedures to every facet of employee benefits, especially in such matters of salary, promotion and retention.

The federal regulations for Affirmative Action require an institutional plan and furnish detailed information for designing and implementing plan. The regulations offer extensive guidance in the operational phase of the plan and in potential concerns that might arise as a result of the plan. Ample advice is available in federal resource documents and related information to implement an Affirmative Action Plan.

All System institutions have drafted such a plan as required by the guidelines for Affirmative Action. Each institution has designated a responsible employee to administer the plan. The central office of the System has taken similar steps. The effect of this long-range plan on Affirmative Action in the State University and Community College System of Tennessee will be to reaffirm the governing board's commitment to Affirmative Action and to include in all planning documents a program that will reflect an institutional commitment to these personnel practices.

EDUCATIONAL OPPORTUNITIES

To provide appropriate educational opportunities for an expanding student body, the State University and Community College System of Tennessee has supported the concept that an institution of higher education should be within reasonable distance to every Tennessean. Educational opportunities have been further expanded through the modification of existing delivery systems from those of the highly traditional degree programs to those of public oriented delivery systems designed to meet the learners' needs. A number of significant changes in emphasis may be cited as examples of efforts to increase accessibility of educational opportunity. Some of these are:

1. Chattanooga State Technical Institute changed to a community college. A number of new and diversified programs of technical and general education are offered.

2. A more liberal admissions policy has been established throughout the System.

3. Articulation agreements are being developed among System institutions to facilitate the transfer of students.

4. During the 1973-74 fiscal year, off-campus instruction, having been fully established as a part of the regular instructional program, was established as a regular part of the individual instructional load at many System institutions. Degree credit and non-credit activities were offered at various locations by System institutions.

5. Two System institutions, Middle Tennessee State University and East Tennessee State University, offered graduate programs on the Academic Common Market during the 1973-74 academic year, in cooperation with the Southern Regional Education Board.*

The availability of educational opportunities and the development of an effective delivery system for postsecondary education is useful only if it is accessible. One of the System's primary goals, therefore, is the eventual elimination of the geographic, academic, financial and motivational barriers to educational access.

Geographic access will be improved as Board recommendations for the strengthening of programs on all campuses are implemented. While available resources will not permit the development of all programs in all communities, a student should be able to pursue at least the first two years of some baccalaureate curriculum in each region of the state. Occupational education and most arts and sciences programs should continue to be available on a regional basis. In some cases, arrangements to assure wide availability of programs in the arts and sciences, occupational and professional programs will involve contractual agreements among institutions. Additional programs which are not economically feasible on a regional basis, but which meet statewide needs and interests, should be available at convenient locations. Geographic access and educational

* The Academic Common Market is, in effect, an interstate graduate student exchange program founded upon regional cooperation in Southern higher education for the purpose of sharing academic programs. The Common Market is intended to broaden educational opportunities by making available to students, at a reasonable cost, various programs not offered in their home states.

opportunity will be further improved as the impact of individual institutional continuing education programs develop into a comprehensive state-wide delivery network extending the borders of the institutions into every Tennessee community.

Educational Opportunities in System Community Colleges: The community colleges of the System have traditionally held as their role and scope the objective of providing educational opportunity to anyone beyond high school who seeks personal improvement. The colleges operate with an "open-door" admissions policy and procedure which virtually guarantee admission under one of the many student classifications, depending on the person's educational objective.

The purpose of a community college is to provide an educational framework by which individuals might find self-realization of their potential through higher education. A community college, therefore, accepts each student as a worthy individual with unique abilities and capacities, and endeavors to provide the opportunity by which each individual will develop and mature toward the realization of his potential.

In order to provide this educational framework for all citizens, community colleges offer a broad spectrum of educational experiences to many different student clientele. Such clientele may include students who prefer the small college environment; students who prefer to take their first two years of a four-year college program in a college nearer their home (students with limited financial

resources or who work part-time may economize in time and money by attending a nearby community college when a university is located beyond commuter driving distance); students whose personal needs and desires are in the technical and specialized semi-professional occupational programs characteristic of the community college; students motivated toward a two-year degree rather than the baccalaureate degree; and students who may often require training that has been highly localized and directed toward a specific community identified need. In addition, community colleges offer educational opportunity for those students who did not fully recognize the value of an education in high school and left without gaining the traditional preparation for a college education.

Tennessee's public community colleges have experienced rapid growth in enrollments since the establishment of the community college system in 1965. In their first term of operation, three new community colleges (Jackson State Community College, Columbia State Community College, and Cleveland State Community College) enrolled approximately 1,720 individuals. In the fall of 1974, the enrollment of the ten existing community colleges of the System totaled 18,405. Current projections indicate that the enrollment of the ten community colleges by 1980 will be 36,950, an increase of 102 percent in a six-year period.

Community colleges are strategically located throughout the state. They offer educational services to an increasing number of the non-traditional college students. In most instances, Tennessee students are able to commute to a community college campus for either part-time or full-time study.

At the present time, however, there are a number of counties and populated geographic areas that are not served with community college types of educational programming. It is vital to the future of Tennessee higher education that institutions of the System work cooperatively on a program-by-program basis. The over-riding goal must be to serve all the educational needs of the state without regard to artifically and arbitrarily contrived boundaries.

The traditional thirty-mile limitation*, for example, will be examined with an objective of improving the efficiency and effectiveness of the uses of institutional resources and to assure services to communities with overburdened educational needs.

Of equal importance are the capabilities of community college expertise to effectively expand an existing program to outlying areas with minimum expense. Coordinated expansion of programs often results in program and fiscal efficiency that defies outmoded time and space limitations.

In geographic areas where community college services and educational programs are not now readily available (examples are found in West Tennessee and in the Knoxville and Nashville metropolitan areas), studies will be made as to feasible alternatives for meeting educational

* The State Board of Education's policy on limiting programs or courses to a distance of no closer than thirty miles from another institution was intended to avoid the chance of duplication and was established prior to the formation of the state-wide System under the governance of the State Board of Regents.

needs. One alternative for serving these areas is to determine the most appropriate educational resource available to the area without regard to either the territorial limitations or the institutional classifications of two-year/four-year categorization. It is not unlikely that community educational needs, determined to be community college level and specialization, can be met under some circumstances by a coordinated delivery system utilizing expertise and resources from both a community college and a university.

When both the services and resources of a community college and a four year institution are readily accessible, the community college will be given degree granting priority in those cases involving the associate degree level of services. Where both System institutions have program delivery potential and resources and the educational need warrants it, the community college and the four year institution will enter into an agreement to jointly serve the community with the community college awarding the degree.

No community will be denied community college services and education in those instances in which such community college expertise or service is not available. If, in the judgement of the State Board of Regents, a four-year institution can extend the needed services to the community, and such services maintain the integrity of the institution's role and scope, then that four-year institution will be asked to perform the service.

A second alternative for meeting increased community college educational needs, in addition to expanded services of present institutions, is additional facilities. Other areas will be studied for the purpose of determining the need for new geographic locations for community colleges in Tennessee. Determination of location are pursuant to educational feasibility and fiscal considerations but of particular concern are two metropolitan areas and parts of West Tennessee. The Nashville and Knoxville metropolitan areas currently indicates a geographic need for community college services.

Community College Instructional Programs: The community colleges of the State University and Community College System of Tennessee offer the Associate of Arts and the Associate of Science transfer degrees with major emphasis in curricula designed to place the student at the junior level in a senior institution. These degrees are carefully planned to expedite a smooth transition for students into a baccalaureate program. The educational quality of such degree programs offered by the community college is insured by the continuing evaluation of academic affairs by standards committees at each institution. These committees are composed of the Dean of Instruction and a number of teaching, advising, and resource faculty employed at the institution. These committees encourage faculty to assess and evaluate, on a regular basis, the total instructional program in light of the educational objectives of the institution. They also work with individuals and groups of faculty within disciplines to maintain and upgrade instructional standards of the various transfer programs. When problems arise with course transfer among or between

the community colleges and the universities, these committees become involved in finding solutions to those problems.

The academic committees are also responsible for the evaluation and approval, at the institutional level, of new courses and new programs proposed by representatives of the various divisions. They serve to screen academic proposals and make recommendations.

Closely related to the maintenance of quality instructional programs at the community colleges of the System is the emphasis which these institutions place on teaching. Teaching is the primary responsibility of all faculty at the community colleges. Class sizes are planned so that the learning process may take place in the most expeditious manner. Faculty are encouraged to be innovative in classroom instruction and, in some laboratory situations, to encourage students to continue through the course at their own pace. A number of the institutions are utilizing humanities grants in attempting to develop a more innovative approach to the teaching of humanities. Walters State Community College is exploring the idea of using an interdisciplinary approach. Volunteer State Community College is studying the possibility of finding new ways of delivering humanities to rural communities.

Teaching in the community colleges is directed more toward the needs of the students since students are more heterogeneous in their educational experiences than those which attend the universities. Community colleges have found that many students need additional general education instruction at the pre-college level in order to achieve

a level of competency which will assist them in being successful in their college-level experience. Community colleges have been compelled to expand the role of their institutions in order to provide extensive developmental programs in the language arts and communications, mathematics, and the sciences. These programs are essential to the total college program although the institutions have received little or no financial support marked specifically for the purpose of providing remedial education to students who have come to college unprepared for college level instruction. Current estimates indicate that community colleges would need an additional five percent (5%) of their state appropriation to adequately finance developmental programs for students who need such instructional services. In the past, institutions have tended to allocate revenues to these developmental programs at the expense of other instructional programs.

The community colleges also attempt to provide more individualized instruction to students than the universities. Class sizes in English composition courses and career and occupational courses are intentionally maintained at around twenty to twenty-five in order to provide individual attention. Emphasis is also given to remedial and developmental instruction in order to assist students having deficiencies in academic areas. Community colleges are committed to educating all the students who enroll in the institution, and are also committed to providing those students with educational opportunities regardless of the students' apparent educational capabilities.

In addition to the substantial efforts made by the community colleges to provide general education and transfer types of degree programs for

students wishing to continue their education, these institutions offer a wide selection of one and two-year career, vocational and technical programs. Each community college has developed programs of these types in accordance with the needs of students as reflected in the employment opportunities of the college service area and community. Career, occupational, and technical programs tend to be flexible and responsive to these needs even to the extent that programs may be discontinued should the employment opportunities of the graduates become non-existant.

Career, occupational, and technical programs offered by System community colleges were listed in the individual documents furnished by the individual institutions in preparation for this document. Some examples are:

1. Accounting Technology
2. Agricultural Business Technology
3. Architectural Technology
4. Child Care Technology
5. Environmental Health Technology
6. Law Enforcement Technology
7. Library Science Technology
8. Management Technology
9. Mental Health Technology
10. Producting Horticulture Technology
11. Radiological Technology
12. Secretarial Science Technology
13. Tourist and Recreation Administration Technology
14. Applied Behavioral Technology
15. Bio-medical Technology
16. Business Management
17. Civil Courts Administration
18. Correctional Rehabilitation
19. Credit and Banking Management
20. Dietetics and Food Service
21. Fire and Safety Technology
22. Graphic Arts
23. Health Care Management
24. Medical Laboratory Technology
25. Merchandising
26. Orthotics/Prosthetics Technology
27. Physical Therapist's Assistant
28. Transportation Management
29. Urologic Technology

It is the community college philosophy that career programs provide a cluster of job related experiences that will assist in immediate job procurement. While future studies for the student at a higher educational level are not ruled out, they are not the primary orientation concern of the career program. Many of the students in these programs are already employed in some capacity in the area in which they wish to become more proficient.

Students in the third major area of educational emphasis provided by System community colleges are classic examples of individual initiative. This area is the adult and continuing education area. Adult and continuing education at many of the community colleges encompasses all non-credit activities such as seminars, conferences, and short courses as well as on-campus evening credit courses and off-campus classes. In keeping with the concept that community colleges are comprehensive in scope, activities in the field of continuing education have been extensive and it is anticipated that it will assume an even more prominent role in the future. In an era of social change in which the work hours, physical locations, and work responsibilities may change as rapidly as the age of an individual, community colleges are committed to providing the average citizens with the opportunity and encouragement to meet the changes occurring in their daily lives. Such opportunities may take the form of regular credit courses or non-credit activities such as landscaping, home repair, karate, or guitar.

Community colleges also serve local and regional business firms and industry in developing workshops, seminars, and short courses for employees and managerial personnel. These may be for credit or non-credit depending on the basic objectives of the organizations. These types of programs have been particularly successful for Chattanooga State Technical Community College; Shelby State Community College; Cleveland State Community College; and Walters State Community College. The other community colleges are in the process of expanding their adult and continuing education programs to include more services to business and industry.

The community colleges have great opportunities for expanding services to their communities in more and diverse programs of adult, continuing education. To adequately serve the communities, however, additional funding for these types of programs will need to be provided at a higher level. Currently, the majority of the costs for such programs is being born by the recipients of the services.

As System colleges expand their programming, there is the risk that overlap will occur with other institutions. In particular, there is a growing need for curriculum clarification in the various state institutions which provide vocational education, area vocational schools and state technical institutes. A perspective is needed as to what these institutions should be in relation to both the community colleges and to each other. In an environment where service to the people is the prime motive, institutions have a tendency to develop programs which overlap both in content and purpose.

A program review committee comprised of representatives of these various types of institutions and public universities in the areas is needed and is in the process of being organized. The committees and their work will need to be recognized by the participating institutions and by the governing boards. The committee should have the role of coordinating and making recommendations regarding programs.

Program coordination is a by-product of long and short-range planning. The System institutions will continue to stress coordination and cooperation and will promote any statewide design which will contribute to this purpose.

Educational Opportunities in System Universities: In addition to the statewide network of four-year institutional locations, Tennesseans have an opportunity to avail themselves of extensive off-campus program opportunities. System universities, in cooperation with neighboring public and private institutions, have established educational centers and instructional locations throughout Tennessee. Both undergraduate and graduate courses are taught in the established centers and temporary locations by regular or university approved part-time faculties. Regular campus programs -- either credit or non-credit -- with campus quality and integrity, are assured the off-campus student. Courses at these off-campus locations are based on student demands or on local requests.

Several examples of joint centers, or cooperative programs, were listed in the institutional materials used in preparation for this document and are included:

Columbia State Community College Center: The Columbia State Community College Center is a cooperative center between Columbia State Community College, Middle Tennessee State University, Tennessee State University, the University of Tennessee at Nashville, and the University of Tennessee at Knoxville.

Dyersburg State Community College Center: This center is cooperatively operated by Dyersburg State Community College, Memphis State University, and the University of Tennessee at Martin. The participating institutions offer courses and programs of instruction at the center which are indigenous to the individual programs of the institutions, but provide the programs in commuting distance for part-time students.

Jackson State Community College Center: Jackson State Community College Center has the largest number of institutions participating in a cooperative instructional center. These are as follows: Memphis State University, Jackson State Community College, the University of Tennessee at Knoxville, the University of Tennessee at Martin, Union University, Lambuth College, and Lane College.

Volunteer State Community College Center: Five institutions cooperate in offering instructional programs at the Volunteer State Community College Center. These institutions are as follows: Volunteer State Community College, Tennessee State University, Middle Tennessee State University, Tennessee Technological University, and the University of Tennessee at Nashville. Like the other instructional centers, this center provides educational opportunity for persons who lack the time, travel expense, or the personal resources to attend the university campus on a full-time basis.

In addition to the instructional centers mentioned above, a number of joint instructional programs have been developed by institutions in the state. The following is a list of joint programs between the institutions cited:

Master of Business Education: A joint program with a major in business education offered by Middle Tennessee State University and Tennessee State University.

Master of Public Administration: A joint program between Middle Tennessee State University and the University of Tennessee at Knoxville.

Associate of Arts in Nursing: This degree leads to the registered nurse status and is jointly operated between Middle Tennessee State University and Motlow State Community College.

Bachelor of Science in General Engineering: A joint program between Tennessee State University and the University of Tennessee at Nashville.

Bachelor of Science in Dental Hygiene: A joint program between Tennessee State University and Meharry Medical College.

Associate of Arts in Nursing: A joint program operated by Volunteer State Community College and the University of Tennessee at Nashville.

Associate of Science in Dental Hygiene: A joint program between Tennessee State University and Meharry Medical College.

Specialist in Education (Ed.S.): A joint program between Middle Tennessee State University, Tennessee State University, and Austin Peay State University.

Master of Business Administration: A joint program between Middle Tennessee State University and Austin Peay State University.

Associate of Science in Criminal Justice: Chattanooga State Technical Community College and Cleveland State Community College participate in this program which is part of the Southeastern Tennessee Consortium in Criminal Justice.

In addition to these examples of interinstitutional cooperation and coordination, the State University and Community College System of Tennessee will seek to develop a closer relationship with the State Department of Education. This department is charged with responsibility for educational levels, K-12, area vocational and state technical schools and, as such, shares mutual concerns relating to educational financing, occupational education, and teacher education and certification in Tennessee with the State University and Community College System of Tennessee.

University Instructional Programs: Universities of the System have developed new and innovative programs of instruction during recent years. The primary concerns of these new programs have been human services related; i.e., law enforcement; nursing; allied health; special education; environmental studies; regional and community planning; social welfare; business and computer systems; rehabilitation of the handicapped; urban studies; and recreation. These new programs have been developed and implemented to fill a void prevalent in higher education throughout the first half of this century. These service oriented programs were designed to train and prepare students for public service. Many previously unskilled persons are provided educational opportunities to meet new and rewarding employment opportunities through these new programs.

The programs offered by the universities of the System are efficiently managed and operated. Established management procedures and successful practices serve as operational goals of the System's institutions. The total number of graduates which these programs produced during the academic year (1974) is reasonable and economical and represents a basis for future goals. There have been a small number of degree programs in the past which have produced a modest number of graduates. These programs were examined in light of total students served and adjustments were often made. Studies by the State Board of Regents, the System universities, and the Tennessee Higher Education Commission has judged many of these low-producing programs impractical and recommended these programs be discontinued or consolidated in order to provide a more efficient operation and utilization of

resources. Efforts to discontinue and consolidate "low-producing" degree programs are a continuing process at each of the six universities and is a goal of the System for the next five years. These efforts are of particular importance since the development of new programs often is deterred by the maintenance of obsolete programs. Maintaining and managing a current and viable curriculum is a priority item in the System's long-range plan.

Several of the universities of the System have begun to approach program design and program content from an interdisciplinary point of view. By utilizing cooperative faculty expertise, the institutions are able to design new and innovative course formats among the traditional departmental structures that provides more flexibility in program selection. Several System institutions have developed new programs during the past three years which are interdisciplinary in character and draw upon existing courses and faculty from more than one department and college. Memphis State University has implemented a master's degree program in Industrial Systems Analysis and in Urban and Regional Planning as well as a non-traditional interdisciplinary college, The University College.

One of the most important aspects of any long-range study of higher education is the consideration of new or future instructional programs. The State Board of Regents supports the concept of planning for new program development by the universities, but it must be understood by all that the appearance of new programs in this document does not preempt the regular program proposal development which is required by the Board. Institutions should be farsighted in their aspirations for new programs to

meet the needs of the state of Tennessee, but careful study and review of each new program proposal is essential to the overall coordination and administration of the System. Based on suggestions submitted by each of the six universities, examples of the instructional programs which may be considered by the State Board of Regents as viable alternatives during the next five years are as follows:

Austin Peay State University:

Bachelor's Degree in Public Administration
Bachelor's Degree in Criminal Justice Administration

Master's Degree in Business Administration

Educational Specialist Degree in Guidance and Counseling

East Tennessee State University:

Bachelor's Degree in Computer Science
Bachelor's Degree in Industrial Education and Vocational Teacher Education
Bachelor's Degree in Physical Education and Recreation

Master's Degree in a number of allied health careers
Master's Degree in Social Sciences
Master's Degree in Vocational Education

Memphis State University:

Bachelor's Degree in Chemical Engineering
Bachelor's Degree in Architecture
Bachelor's Degree in Geological Engineering

Advanced graduate degrees in traditional areas of study.

Advanced graduate degrees in interdisciplinary areas.

Middle Tennessee State University:

Bachelor's Degree in Anthropology
Bachelor's Degree in Interdisciplinary Studies

Master's Degree in Aerospace Technology
Master's Degree in Criminal Justice Administration
Master's Degree in Health Education
Master's Degree in Mass Communications
Master's Degree in Vocational Technical Education

Tennessee State University:

Bachelor's Degree in Computer Science
Bachelor's Degree in Library Science
Bachelor's Degree in Bio-Engineering

Expand the present Industrial Technology degree program to include Manufacturing Technology, Electro-mechanical Technology, and Drafting and Design Technology.

Master's Degree in Criminal Justice Studies
Master's Degree in Fine Arts

Doctor of Education

Tennessee Technological University:

Bachelor's Degree in Engineering Technology
Bachelor's Degree in Nursing
Bachelor's Degree in Community Planning
Bachelor's Degree in Fine Arts

Master's Degree in Sociology
Master's Degree in Political Science
Master's Degree in Business Administration

Educational Specialist Degree in Special Education

Geographic regions will in themselves make new higher educational program demands on System institutions by virtue of special and unique regional characteristics. In Middle Tennessee, for example, Davidson County boasts the second largest population concentration in Tennessee with a rapidly growing business and industrial community. Coupled with these statistics is the largest location of governmental and private agency groups in the state -- all of which are requiring the services of more and more advanced degree levels of education. These groups, presently being served by an inordinate number of baccalaureate institutions, will require a re-examination of advanced degree offerings by System institutions, up to and including the doctorate in some disciplines.

The six universities of the System are aware of their obligation to provide their students and the areas they serve with a full array of undergraduate and graduate programs. Omissions in the educational services become apparent as plans are drawn for the years ahead. It is the short-range plans that are now to be designed that will overcome apparent deficiencies.

Program Accreditation: Closely akin to evaluation of instructional programs is the matter of program accreditation. The importance of accreditation of professional programs by national and regional accrediting agencies is readily acknowledged. Institutions of the System will strive to achieve national, regional, and state accreditation of academic and professional programs, giving careful consideration to the benefit to be gained and the costs to be incurred.

Library Resources: Academic excellence and accreditation is also related to the library resources of the institution. The 1973-74 fiscal year was a significant growth period for institutional libraries within the State University and Community College System of Tennessee. As a whole, the System libraries added 156,324 volumes and 134,956 units of micro-text to their holdings. This marks an 8.1% increase in volumes and an 8.6% increase in micro-text over the 1972-73 fiscal year holdings.

As of the end of 1973-74 fiscal year, System libraries contained 2,097,508 volumes and 1,709,931 micro-texts. Expenditures for library acquisitions and operations totaled $6,540,700 in restricted and unrestricted funds in the 1973-74 fiscal year. This marks a 14.9% increase over the $5,694,500 expended in 1972-73. Library unrestricted

expenditures for 1974-75 fiscal year are estimated to total $6,655,521 for the System institutions. This would represent a 1.8 percent increase over the total of both restricted and unrestricted expenditures in 1973-74. Plans are to continue the improvement of instructional programs through continued growth and development of library facilities.

Although this report on libraries may initially appear adequate, there is still much to be accomplished in the area of library services. The most serious inadequacies in the System libraries is in the developing community colleges. The start-up cost of developing a library (the basic collection) is much greater than the maintenance cost for a library which is already well established. In the case of Roane State Community College, Volunteer State Community College, and Walters State Community College, located in rural communities where library services are less likely to be adequate than in urban areas, library deficiencies are quite apparent. These and other community colleges of the System, have suffered from a lack of adequate funding for library development in staffing and in holdings to serve the instructional programs. Special efforts need to be made to provide more equitable funding for these institutions during the next five years.

RESEARCH

Research is acknowledged as one of the three basic responsibilities for which higher education in Tennessee is charged. Along with teaching and public service, research is the basis for determining faculty activity and accountability.

Research in System institutions may be classified in two broad categories for the purpose of this Study. The first category will be referred to as simply "basic research" and will include all those laboratory or library centered activities which incorporate scientific methodology. The second category will be referred to as "applied research" and will be considered synonymous with research activities utilizing the expertise of faculty in applying proven methodological techniques and theories to real world problems. This type of research is usually action oriented and of a pragmatic nature.

This classification of research is important to this Study in order to provide a basis for short-term planning activities in System institutions. The types of research and the extent to which research has been carried out has varied among institutions according to their role and scope. Often, however, there has been a lack of identification and accounting of research

activities in System colleges and universities due to a failure to identify experimental or applied service experiences as potential research activities.

System institutions will include a section on research in their individual short-range plans which will clearly identify research objectives and indicate methods for meeting those objectives. Institutional plans will include provisions for reporting both categories of research with emphasis on the type most appropriate to the institution's role and scope.

It will be found, for example, that the community college is ideally suited to the performance of applied research in community oriented problems. This kind of research is unique to the institution's commitment to community service. In addition, community colleges, due to their role, have distinct opportunities to perform experimental applied research activities in the areas of teaching and learning.

The universities will also perform applied research. However, in keeping with the upper level and graduate teaching responsibilities, university research will also include an emphasis on basic research.

Response to research requests for proposals from state, federal and private sectors will be a regular responsibility of both colleges and universities during the System-wide long-range planning period and will be reflected in System institutions' short-range, specific plans.

During the preparation of this document, System institutions inventoried current research acvitities and included those activities in the institutional materials. A wide spectrum of research was reported and examples of some of that research follows:

Austin Peay State University has been the recipient of National Science Foundation Funds for the last 5 years for the purpose of training and upgrading teachers of science for public schools. Similarly, a federal capitation grant has assisted in the development of nursing training programs. Both projects are examples of research into teaching-learning techniques as a foundation to the role of Austin Peay State University as a teaching institution.

Middle Tennessee State University is committed to its role as a regional university. Its research emphases, therefore, reflect community and applied research interests more than the pursuit of basic theoretical investigation. For several years, Middle Tennessee State University has been funded by the Tennessee Law Enforcement Planning Commission to conduct a court diagnostic center for juveniles. Middle Tennessee State University, as well as five other State Board of Regent institutions are regional test centers for the State's Law Enforcement Candidate Assessment Program, an evaluative/consultative service to the communities. In a more theoretical capacity, Middle Tennessee State University receives funding from the Tennessee Valley Authority to participate with the Tennessee Valley Authority in archaeological and

anthropological investigations. Middle Tennessee State University has effectively related these pursuits back to the classroom function, as well as securing added employment opportunities for the students.

Tennessee Technological University probably ventures further into the area of theoretical research. This is due to its specific orientation as an engineering institution, as well as its proximity to Oak Ridge National Laboratory. This has led Tennessee Technological University into contracted research projects with such agencies as Tennessee Game and Fish Commission, Tennessee Valley Authority and the U. S. Corps of Engineers. Research activities also include inter-state consortia arrangements for research under the leadership of the Atomic Energy Commission. Other projects relate more directly to the teaching functions of the university, such as the Tech Aqua Consortium, which is a biological research and teaching center. Thus, as do the other universities, Tennessee Technological University research activities range from strictly local concerns to those having national visibility.

Tennessee State University has research projects in operation which also span interests from local to national levels. The department of Health, Education and Welfare has contributed funding to improve the teaching-learning methodologies in areas such as nursing and competency based programming. A biomedical research program with student participation

is also heavily funded by Health, Education and Welfare. Special projects in science and engineering are funded by National Aeronautics and Space Association and Arnold Research organization. A primary emphasis by Tennessee State University is in the area of agricultural research. As a land grant institution, Tennessee State University has had funding for cooperative extension functions, as well as, specific agricultural investigations. Locally, there are projects funded by both the State and Metropolitan governments. Tennessee State University intends to extend its research activities in other areas, particularly where the public can benefit directly. These areas include nutrition, dietetics, food production, the environment, and transportation.

Memphis State University, in keeping with its role as a major comprehensive university, has become involved in a wide range of research pursuits. These have included a local award winning project in special education funded by the Tennessee Department of Mental Health and the U. S. Office of Education. The College of Engineering has been involved in studies of the highway systems and water management theory. Of greater scope than these is a Department of Labor funded project to improve the production and efficiency of manpower programs. The Exxon Foundation grant to study Teaching Information process systems is one example of the student centered orientation of this urban university. This grant attests to the concerns and high priority held for the teaching responsibility and serves as an example of the use of research to improve teaching performance.

It is anticipated that Memphis State University will expand its research activities both locally and regionally. This will be particularly true in basic research as the institution expands its doctoral programs and in keeping within its role as a comprehensive university.

East Tennessee State University has increased their emphasis on securing funded research by creating an admistrative unit responsible for these kinds of activities. Funding has been secured for such diverse local projects as; social rehabilitation, law enforcement, and consumer education. Title I monies have supported a study of Physical Problems of Local Communities. Regional studies have centered on Appalachian and Regional Impact Subjects. Federal monies have been received from such agencies as the U. S. Air Force, National Aeronautics and Space Association, Office of Naval Research, and Department of Interior.

Summaries of institutional activities also indicate a need for goals which will be included in short-range plans. The role of institutional research will be more definitive and operational objectives will assist in facilitating an orderly program of activities. Advanced planning in institutional research will also provide for cooperation and coordination among other System institutions in areas of mutual concern.

Students at all academic levels will be utilized in institutional research activities. Student talent can be effectively and efficiently merged into meaningful research if advanced planning is considerate of student interest. Faculties have always managed to encorporate basic

research and student learning experiences on an individual student basis and according to research opportunities. Institutional research can accomplish the same end.

By its very nature, applied research cannot always be incorporated in specific long-range plans. These research opportunities are usually spontaneous in nature and result from unpredictable circumstances. Many, however, lend themselves ideally to short-term planning and can be incorporated in broad-term planning activities. Institutional short-term plans will provide for applied research on a scheduled basis, with provisions for contingencies, and will establish objectives which will allow orderly planning.

Research is an important function of the System institutions and it will continue to be in the years ahead. The short-range planning process, to be carried out by each institution, will focus the needed attention to this functional area.

PUBLIC SERVICE AND CONTINUING EDUCATION

Introduction: Today's society demands that higher education utilize its technological expertise beyond traditonal classroom constraints that have served to lock the professor into a bygone role.

The Public Service and Continuing Education activities in the institutions of the State University and Community College System of Tennessee represent a response to this mandate. The activities include traditional credit courses, the non-credit programs, and events characteristically considered to be public service.

The concept of promoting the use of college and university's instructional facilities and resources to extend educational opportunities to citizens of all ages and circumstances is one which has gained substantial support in higher educational circles. This concept has been of significant influence since the 1960's. In Tennessee, however, colleges and universities have a history of community service and have embraced public service even before the national trend became evident.

Of the sixteen colleges and universities constituting the State University and Community College System of Tennessee, none are without a Public Service and Continuing Education program.

All have designated responsibilities to qualified staff for the various public service activities and all have allocated facilities and resources to fulfill the institutional goals. All are committed to serving the total needs of their communities through a complete utilization of their technical and academic expertise in an organized public service program.

In order to discuss activities in these areas more specifically a definition of both types of activities is needed. Public Service and Continuing Education in the System universities includes activities encompassing all facets of credit and non-credit courses, institutes, seminars, conferences and workshops. Public service programs are considered all those faculty and institutionally sponsored experiences that are peformed in a way which benefits the citizens of Tennessee. Services extended to business and industry organizations, governmental agencies, and other identifiable client groups are characteristically said to be public service programs.

Public Service defined as a separate activity apart from Continuing Education, however, belies the actual practice in which that term has come to be used in the profession. In actual practice Public Service is generally referred to as all institutional activities that lie outside of the traditional institutional role or outside the traditional methodology used for teaching traditional degree seeking students. This broad definition of Public Service found throughout the System's

institutional activities, is not inconsistent with the literature or when the expression is used in its general sense.

In a stricter sense, however, the definition of Public Service and Continuing Education must be acknowledged to be two distinct service functions. Public Service may be set apart from Continuing Education by identifying those institutional services not concerned with a degree objective or other credit awards. Continuing Education, on the other hand, is generally conceded to be those activities which accrue credit toward graduation, accrues credits toward certification, or accrues the Continuing Education Unit credit, and which are delivered in the nontraditional setting.

Today, workshops, institutes, seminars, and other special event activities may find classification justification in either of the two broad categories. Length of the activity, nature and objectives of the participants, or other unique characteristics will, however, usually afford ready definition for any necessary functional distinction between public service and continuing education. No special problems are experienced in the utilization of these terms in discussing System institutions' activities.

Role and Scope: Institutions of higher learning have undergone a major overhaul since the mid sixties; never again will they likely revert to what was once an ivy covered retreat for the intelligentsia. This is not to suggest that today's college education is less academic or less demanding than yesterday's. The opposite is true. The difference in today's institutions lie primarily in what they do and to whom their services are offered. The role and scope has changed and this change is evident in the minds of the faculties and the publics they serve.

Tennessee's higher education made the transition quite naturally. Institutions of the newly formed State University and Community College System had a rich history of community service. Many had a normal school background and, as such, had come to share in the needs and aspirations of their communities through a close association with public education. Faculties in System universities had accepted the community service role and responded to local expectations and needs as a matter of practice. Public service was an assumption implicit in the role of faculty and administrator and is visibly evident in System institutions today.

Universities: Each of the six universities has assigned an administrator the task of managing a service program. Each System university has entered into a local government training consortium and has assigned a faculty member this responsibility. Each System

university is in the process of developing guidelines and policies for carrying out institutional programs with the ultimate objective of more efficient and effective delivery. Each System university can site a rapidly growing continuing education program that offers both credit and non-credit course work commensurate to local citizen and client group needs.

Programs and activities differ among System universities. A trend, however, toward special coordinated activities and cooperative programs on a statewide basis are beginning to be reflected in institution programs. These cooperative ventures have resulted in a sharing of institutional technology, materials and specialized capabilities. Due to initial success, deliberate efforts are being made to continue and expand the coordination of public service programs between System universities.

Community Colleges: The role and scope of the community colleges' public service and continuing education program almost defies a categorial definition. The community's perception of local needs and services becomes the public service and continuing education program and all activities assume a character consistent with those needs. The ten community colleges in the State University and Community College System meet that expectation as evidenced by their extensive emphasis on public service and their broad offerings in continuing education. All such services and programs characterized unique local needs and desires and have established an enviable record during the short history of these unique institutions.

Each of the ten System community colleges has a designated administrator who is responsible for public services and continuing education activities beyond the traditional campus centered, credit offerings. Public service activities, including seminars, workshops and conferences, are typically a part of extended activities in these institutions. Cooperative ventures with other colleges, universities and governmental agencies are a regular part of the role and scope of the community college programs.

Program and Activities: To understand the totality of the public service activities or the continuing education programs throughout the System, it is necessary to examine each of the independent institutional programs. There will be found in each of these programs, however, a uniformity of purpose and evidence of coordination and cooperation between the sixteen colleges and universities. It is this degree of cooperation that has allowed the System to increase its services to Tennesseans without corresponding increases in developmental cost. Program activity on the System level is therefore, directly reflective of all those programs in System institutions.

University Programs: To single out separate public service and continuing education programs from individual institutions is done at a risk of neglecting many equally effective activities, however, certain specialized institutional characteristics have typically attracted specialized programs. A case in point could be made of the public service activities of four universities in their agriculture programs. One of the four, Tennessee

State University, is further characterized by an agricultural emphasis to the small farmer and with extensive social service program expertise. In addition, Tennessee State University has significantly contributed to the education of the culturally and educationally deprived farmer.

Memphis State University, utilizing the resources of a comprehensive university, has demonstrated advanced research capabilities for extended services and presently offers applied research activities in such areas as nuclear physics and regional public education curricular studies.

Tennessee Technological University, with a state-wide engineering program, utilizes this technology to extend professional public services to business and industrial groups across Tennessee. Tennessee Technological University has national recognition in engineering programs and has performed research and study activities, to the benefit of Tech students, throughout several states.

East Tennessee State University's continuing education program developed and presently serves the impressive educational center at Kingsport, Tennessee. With the advent of medical higher education in the East Tennessee State University curriculum and with a major new medical facility in the community, new avenues of public service and

continuing education will open up in the health fields. Already established as a regional institution in Law Enforcement, East Tennessee is offering new public service opportunities to the courts, local law enforcement agencies, and correctional institutions.

Austin Peay State University, included as one institution in the four agricultural service-oriented programs, has served the farm youth and youth organizations throughout upper Middle Tennessee. Close cooperation with the county agents and other agencies that serve the farm community has created an enviable history of public service to the Asutin Peay community. New public service demands from the expanding industrial community promises to add new dimensions to an already taxed public service program.

Middle Tennessee State University offers a classic example of the continuing education program, both credit and non-credit activities, throughout Middle Tennessee. And, not unlike other System institutions, MTSU offers regular and varied programs on the international scene with as many as seven international trips planned during the summer session. Broad offerings from all disciplines are reflected in Middle Tennessee's programming literature including certification courses in Industrial Education for the vocational teachers throughout the region. Social, civic, and political science expertise has manifested itself in public service as well as continuing education, with broad programs of community

service and development. Like the sister universities in the System, Middle Tennessee enjoys an academic excellence and educational heritage which assumes, and extends, a complete and thorough educational program both on campus and off-campus for adults who wish to pursue their educational needs or desires.

Extensive governmental training activities and economic development services complement the System institutions' regional educational centers. Undergraduate and advanced degree work is available at these centers and "week-end" campus schedules appropriately compliments regular evening schedules at several institutions.

Community College Programs: Extensive continuing education programs are evidenced in all ten community colleges in the System. Much of this is for non-credit although credit offerings dominate most formal course offerings. With a note of praise for the programs developed and presently being effectively carried out in increasing numbers, caution must be extended lest the services become little more than credit courses performed in a different setting.

Evidenced by the uniformity in which credit, extension-type courses are occupying the attention of all ten System community colleges, public demand and need is state-wide. Public demands for the seminar, workshop, conference, institute, and special services to government, business and

industry, the health occupation and other client groups is also on the rise in the community college and is receiving increased special empahsis.

Increasing non-credit demands on institutions' resources require that client groups share a larger part of the cost of these specialized public service programs, especially in view of existing funding patterns. Shared funding has served to extend institutional expertise in ways that may not otherwise be available with the conventional funding practice. Each institution will continue to explore with faculty and client groups how such extended services may be financed and to plan new opportunities to utilize faculty and facilities.

The community colleges and their public service philosophies are serving a new and untouched market. To enumerate a few of the specific activities in separate colleges would be to risk a minimization of the whole. A general statement as to the uniformity with which these institutions are extending public service and continuing education to Tennessee is impressive and commendable. The separately developed short-range one year plans will describe in individual statements the public service and continuing education thrust.

Conclusions and Recommendations: Throughout this section of the Study there are commentary describing the sixteen colleges and universities in the System and their public service and continuing education role and scope. The purpose was to furnish enough information about the institutions to provide a broad basis upon which specific plans can be made. The more specific plans will take into consideration the rapid growth and general acceptance enjoyed by System colleges' and universities' public service programs.

This section of this Study opened with the statement "Today's society demands that higher education utilize its technological expertise beyond the traditional constraints of the classroom, the campus, and the typical time frames that have served to lock the professor into a bygone role". For a system of higher education to refute this mandate would be to ignore the obvious and would serve only to set higher education apart from the people it was designed to serve. The State University and Community College System of Tennessee has chosen not to ignore this community edict and has compiled a record of public service and continuing education activities that would in itself adequately make this point. There is ample evidence that by the 1980's a significant part of the System institutions' total program will be identified with the academic area now described as Public Service and Continuing Education.

An examination of the Public Service and Continuing Education programs in any of the ten System community colleges would find one element in common. All such activities are initiated as a direct result of the institutions' perceptions of local community needs and desires. It could also be ably argued that the program basis is well founded. Both credit courses and non-credit courses are well received and records indicate broad community acceptance. However, the temptation is great for an over-extended, public service oriented program to become top-heavy with credit work at the expense of other client group needs. A general criticism of continuing education programs is that the services revert to off-campus extension courses at the expense of needed public service activity. An objective to be met by 1980 in the System institutions will be to find an equitable balance of credit and non-credit continuing education activities and allocate resources on the basis of that balance.

A method of regular communications will be established between the chief administrator for Public Service and Continuing Education at each System college and university with the counterpart at the other System institutions. The purpose of such communications, which might assume the simple structure of a quarterly meeting of the administrators, will be to capatilize on the Group's successful experiences and tc avoid individual unsuccessful experiences. The danger of "re-inventing the wheel" becomes alarmingly apparent when considering the possibility of sixteen separate extensive and comprehensive programs working on similar problems in isolation from one another.

There will be more involvement in governmental training in the community colleges, especially in cooperative arrangements with the universities. The Local Government Training Network, consisting of training centers in each of the universities, will continue the thrust in offering governmental training services but will discontinue the exclusive single purpose of Local Government Training by including any institutional training adaptable to statewide distribution. The new training network will include all System institutions and each of the University of Tennessee campuses.

FINANCIAL SUPPORT

It is extremely difficult to project the financial needs of a growing and viable system of higher education under the best economic and social conditions. It becomes even more difficult when new variables are added, as in the instance of the State University and Community College System. Variables such as the state-wide concept of community college education; the concept of a comprehensive state-wide system of university education; the concept of designating state-wide responsibility in certain specific technologies or disciplines to individual institutions; and the growing concept of institutional responsibility for public service and continuing education affect accuracies in making financial projections.

This section of the Study does, however, assess the future financial needs of the System in general terms and with a consideration of only three variables, even though other identified variables will surely affect this critical area of planning. The three variables utilized are (1) Numbers of students; (2) Inflation Factor; and (3) Program Development.

Numbers of Students: The most direct method of assessing the relationship of numbers of students and financial units is to compare the number of full-time-equivalent (FTE) students to dollars of state appropriation. Table Three, Page 70, shows the number of FTE students and state appropriations by year for the State University and Community College System of Tennessee.

For example, Table Three indicates that for fiscal year 1974-75, System universities as a group received $1,384 appropriations per FTE student. The community colleges as a group received $1,247 per FTE student or 90 percent of the university rate. Overall, the System received an average of $1,356 appropriations per FTE student.

Table Three also shows projected enrollments for 1975-76 and reflects preliminary state appropriations based on those enrollments. A decrease in the dollar amounts of state appropriations per FTE is indicated in the projection. The decrease, in the case of System universities as a group, is shown to be $6 per FTE student -- or a decline of .43 percent (.43 of one percent). The projections for the community colleges as a group revealed an even greater decrease. The Table shows a decrease of $131 per FTE student for the community colleges in the 1975-76 academic year, or a 10.5 percent reduction in FTE appropriations per student.

When enrollment projections for 1975-76 and the resulting appropriations are considered for the System as a whole, Table Three shows a decrease in appropriations of $38 per FTE student, or a decrease of 2.8 percent. These projected rates of decrease do not take into consideration any inflation factor.

Inflation Factor: Table Three also indicates anticipated appropriations for 1980-81 with an arbitrary five percent inflation factor included. Projected student enrollments are shown on this Table as are calculated FTE appropriations. It can be seen that with a predicted

enrollment of 75,350 students, the State University and Community College System of Tennessee will require approximately $135,630,000 of the state appropriations in order to operate the same programs of instruction at the same level of quality as in 1974-75, but to an estimated 16,675 more FTE students. The state appropriations per FTE student would average $1,800 for System institutions.

Not shown on the Table, but of interest for speculative purposes when projecting financial contingencies, are the resulting figures when projected with no change in the current (1974-75) state appropriations per FTE student. Assuming no other variables as affecting the results and assuming the five percent inflation factor, the System would require $102,174,600 of state appropriations in 1980-81 to operate on the 1974-75 program level if the state appropriations per FTE student remained at its current System average ($1,356 during the 1974-75 year).

Program Development: The estimates of financial need for the State University and Community College System shown on Table Three are made on the base figures resulting from year 1974-75. The accuracy of projections, therefore, are dependent upon the basis from which those 1974-75 figures were derived. One factor which promises to reduce the effectiveness of those projections and thus reflect an inaccurate prediction is the costs of development of approved programs not fully operational during the base year (1974-75).

There are a number of high cost instructional programs which were

TABLE THREE

ACTUAL AND PROJECTED
FULL-TIME-EQUIVALENT ENROLLMENT
STATE APPROPRIATION, AND APPROPRIATION
PER F.T.E. STUDENT[1]

Year	Description	Total SBR Universities	Total SBR Community Colleges	Total All SBR Institutions
	Actual F.T.E. Student Enrollment	46,423	12,252	58,675
1974-75	Actual State Appropriations	$64,270,000	$15,280,000	$ 79,550,500
	Actual State Appropriations Per F.T.E. Student	$1,384	$1,247	$1,356
	Projected F.T.E. Student Enrollment	47,600	14,150	61,750
1975-76	Projected State Appropriations	$65,595,000	$15,793,000	$ 81,388,000
	Projected State Appropriations Per F.T.E. Student	$1,378	$1,116	$1,318
	Projected F.T.E. Student Enrollment	53,100	22,250	75,350
1980-81[2]	Projected State Appropriations	$98,510,000	$37,120,000	$135,630,000
	Projected State Appropriations Per F.T.E. Student	$1,855	$1,668	$1,800

[1]These data do not include actual or projected appropriations for East Tennessee State University medical education.

[2]These appropriation data include a five percent (5%) inflation factor.

approved and operative on a limited scale during 1974-75. These programs will continue to increase in cost as normal, anticipated operational levels are reached. Other programs have similar developmental stages and have not fully matured to their anticipated level of operative cost. Many of these programs, especially in the community colleges but not limited to these institutions, were in the beginning stages even when the System was formed in 1972.

Programs in medicine and in the allied health professions are the most significant at this time although there are others in the technical and vocational fields which are equally financially demanding. Added to these programs, which are in various stages of development, are those other new programs which time and circumstances will demand in addition to current major offerings during the next five years. As these new programs are added, some obsolete programs will be discontinued but the net effect on financial need of the System will be an increase in program costs. The development of new programs will requiare additional financial support beyond the maintenance levels cited in Table Three.

PHYSICAL FACILITIES

The State University and Community College System of Tennessee has approximately six and one half million net assignable square feet of instructional and supportive space in use or under contract as of June 30, 1975. Current estimates indicate the System will need approximately one million net assignable square feet of additional instructional and supportive space to serve the total program by 1980-81.

Definitive planning for further development of the physical facilities of the System will begin with an update of the survey of the existing facilities of each university and community college. Careful study will be made of facilities at each campus to determine the adequacy of the facilities to serve the current and future instructional programs of of the institutions. Each institution will then prepare a five-year facilities development plan for its campus identifying specific construction and renovation projects which will be needed over the period. Rapid growth in student enrollments during the late 1960's and early 1970's required rapid expansion of the physical facilities of many colleges and universities of the System. The building program of the System, during the next five years should be aimed toward rounding out campus construction completed during this period

In connection with the five-year facilities plan, each institution will conduct annual facilities utilization studies to determine the effective utilization of its facilities. These annual studies will become a management tool for providing more educational services with the same facilities. It is necessary that better facilities utilization be accomplished throughout the System.

In the fall of 1974, the State Board of Regents submitted a capital outlay request consisting of sixty-one projects to the Tennessee Higher Education Commission, in priority order. Some of these projects were preplanning projects for new buildings and renovations of old buildings. The Tennessee Higher Education Commission recommended thirty-one of these projects to the Governor for consideration in the State proposed budget. Of the thirty-one projects, one project was recommended to the Legislature for funding--Shelby State Community College, Phase II and equipment.

According to current enrollment projections, the greatest rate of student enrollment growth is expected among the community colleges of the System. In order to accommodate these additional students, it is estimated that these institutions will need 600-800,000 net assignable square feet of new construction by 1980 excluding that currently under contract.

In order for the universities and community colleges of the System to continue to serve the state of Tennessee with quality instructional programs, the state will need to provide the necessary capital fund revenues in support of this general plan. The specific funding requirements will be developed in accordance with the overall long-range physical facilities plan and will be a major part of the financial needs of the System each year throughout the last half of the 1970's.

SUMMARY

This study is presented as a long-range planning guide to assist in meeting the educational goals of the sixteen colleges and universities comprising the State University and Community College System of Tennessee.

This is the first such system-wide study to be compiled. Through its broad and general format and content, this study represents a design which will provide for regular and systematic updating. To suggest that this document will suffice the needs of the students and clients of System institutions without constant attention to revision is to suggest a static educational, social, and economic climate that does not exist in Tennessee. In fact, any long-range plan, to serve the purposes of a viable community, must be flexible and adaptable as time and circumstance dictate. This study does, however, furnish sufficient background data, current program information, and system-wide goals to establish a benchmark from which short-range planning documents may be drawn.

One of the primary objectives of this study is, in fact, the establishment of a process of institutional planning which will result in specific, definitive short-range institutional plans covering a one year period of time. The first of these individual plans is scheduled for the year beginning with fall, 1976.

This system-wide study is intended to serve as a guide to institutional short-range planning and as an aid in developing the college and university documents. However, the study has already brought about a system-wide awareness for the need to develop measurable and quantitative goals in order to more effectively and efficiently utilize institutional resources.

The process of gathering the data and developing the document has given a renewed sense of pride in institutional accomplishments and a new awareness of the tasks and opportunities facing System institutions. If, in the spirit and purpose intended, this study also contributes in some way to the planning process of other higher education institutions in Tennessee, both public and private, and to the planning responsibilities of the Tennessee Higher Education Commission, then the study will have served a worthy purpose.

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